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ABSTRACT

The ideas expressed in the major speeches and by the 29 discussion groups at the 1972 conference of the Illinois Association of Teachers of English are summarized in this publication. The theme of the conference was "Reading, 1972." The speeches and discussions covered a wide variety of reading and reading-related English and language arts topics at the elementary, secondary, and college levels. Descriptions of several reading programs and several diagnostic techniques, a discussion of story telling, and discussions of the uses of newspaper and audiovisual aids and the construction and use of reading materials are included in the summary. (TO)

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Perspectives: Reading, 1972
IATE Conference Notes

EDITED BY DOROTHY POLING

Mattie Williams, the keynote speaker at the 1972 conference of the Illinois Association of Teachers of English (K), began by asking, "What Is Reading?" After saying that it was of paramount importance, something Johnny couldn't do, and a most difficult task, she defined reading as a survival skill. The banquet speaker, Mary Galvan, and twenty-nine group sessions, elementary and secondary, discussed reading, one of them using the provocative title "Reading Is . . ." (2).

Reading is, with a bow to media of which it is an integral part, education's most important tool. It is a part of every area of learning. Hence it is precious — a diamond. Helen M. Robinson once said, "Reading is a complex intellectual act based upon perception, association, language, intellect, interest, and a host of other factors."[1] It is a complex, much studied, and much abused field, with uncountable facets. We explored some of them at the conference — the hard core or center, the reading program itself; ideas for motivation; availability and usability of materials and equipment; procedures for individualizing reading help; the financing of the program.

This many-faceted diamond is certainly set in a ring, for it was especially difficult to avoid crossing lines, easy to circle back to

[1] Helen M. Robinson, "The Role of Auditory Perception in Reading," in *The First International Reading Symposium,* ed. John Downing (New York, The John Day Company, 1966), p. 33.

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what had been said before. The organization of this paper is cyclic: from variant grouping within the basic reading or English program through several facets to procedures for individualizing instruction. The diamond is set surrounded by so many chips that there was temptation to discard the diamond and discuss only the chips.

The group speakers accomplished a great deal during those eight hours, more than could be hoped for, and most of it was quite sound. Perhaps the cliché "Every teacher is a teacher of reading" was overworked. Though true, it tends to generalize and to threaten. If the teacher whose content field requires little reading thinks this means he has to be a Jean Makas (10), he is subject to some frustration. If he thinks reading instruction is something that is completed in the elementary school, he should be able to find a course in Teaching Reading in the Secondary School. Every teacher should be aware of the basic reading demands upon students in his content area and have some idea how to meet these needs or how to arrange for them to be met. One speaker, Margaret Hill of Southern Illinois University (I), said, "The elementary school does not and cannot provide an exposure to all reading skills because of the limitations of mental maturity. The high school, as well as the university, can and should provide advanced reading skills."

The most heartwarming trend of a fine conference was the emerging picture of teachers who were not expecting cure-alls, but were aware of the difficulty and complexity (the many facets) of the task and wanted the real "nitty gritty." They showed themselves potential, if not actual, teachers of reading, of whom an important test is that they can make anything in print into a source material for teaching reading skills (I).

Thanks are extended to the many recorders, occasionally chairmen-recorders or instant appointees from the audience, who so promptly sent in their well-organized notes on the sessions. The accompanying handouts so thoughtfully enclosed were helpful, as were the word or two of reaction and the attendance figure. The topics, speakers, and recorders of all meetings are listed at the end of the *Bulletin* and are identified by the letter or number assigned to the session in the orange conference program. These letters and numbers will be used within the article as the session is referred to.

There was a synthesis in this year's conference of elementary and high school levels with the presentation of the IATE Author-of-the-Year Award to Rebecca Caudill of Appalachia, whose

books are largely written for younger children, yet the majority of meetings were aimed at the secondary level. Synthesis was also achieved in reading and the language arts through the selection of language arts consultants Mattie Williams of the Chicago Public Schools and Mary Galvan of the Texas Educational Agency as the keynote and banquet speakers respectively. Ms. Galvan reminded us delightfully of both our tendency to expect "peaches in the apple barrel" and of our need to eliminate not the dialects, but our prejudicial attitudes toward them.

This paper attempts to integrate these elements also, presenting first the core reading programs at both levels, then ideas for motivation, usability, and availability of media materials and equipment, and finally, procedures for individualization of reading. An effort will be made to call attention, either in the context or at the end of the *Bulletin*, to distributed materials which are pertinent, innovative, and representative.

In the elementary school, for years the core of the developmental reading program has been the now maligned basal reader. Donna Comstock of Holt, Rinehart and Winston (E) advised combining individualized reading with this program. Some method of providing for sequential, rather than haphazard, development is essential. With or without the basal readers, four techniques for individualizing which she suggests are desirable are:

1. Providing intensive and extensive learning experience (I — developing specific skills; E — reading for enjoyment).
2. Becoming a better diagnostician (observing children, determining reading modalities, assessing strengths and weaknesses, pretesting).
3. Individualizing skill development through prescriptive teaching and flexible, small group, need-oriented instruction.
4. Using varied questioning techniques directed toward weaknesses to teach (for growth) and toward strengths to balance the insecurity of the new learning situation (self-concept).

At the high school level the Stockton program (4) shows how a fairly small school system can closely integrate reading into the mainstream of the English program. It includes a semester of reading instruction for entering freshmen, an advanced reading elective for prospective graduates, and a reading laboratory for low-scoring and independent reading for high-scoring freshmen. Within the freshman course Ms. Thomas uses pretesting, contracting, goal setting, journal keeping, the newspaper, and a wide variety of reading, listening, and study skills materials.

Addressed to adults who have not attended high schools when opportunities such as those at Stockton were available, Carl Lauer of Bloomington High School (11) reports on reading instruction for adults. Such a student needs to improve his self-concept, relate to others with greater ease, expand vocabulary and cultural experience, develop flexibility of rate of comprehension and critical reading skills. Mr. Lauer's program is centered in novel reading. Discussion emphasizes conflict and character analysis, which is practical since the adult is surrounded by conflict and since the characters tend to resemble people he knows. The novel reading stimulates discussion, provides topics for writing, and teaches important reading skills.

If a program such as that at Stockton is not appropriate, that is, if the student weak in reading cannot be expected to make significant reading improvement because of low mental ability or other learning disabilities, a program such as Shirley Orlopp's at Lisle Community High School (7) is desirable. Ms. Orlopp recommends placing these students in their own group to eliminate embarrassment. This is an important reason why heterogeneous grouping seems inadequate. She emphasizes the importance of staff cooperation, teacher flexibility, resource people from outside the school, a variety of teaching techniques and learning experiences, being child-oriented, and providing a crisis room for positive problem solving. This student's reading goals may well be limited to those necessary for minimal functioning in society.

This is one of the few types of situations, if not the only type of situation, in which audio-visual materials should be used to replace reading materials rather than to supplement them. It is limbo instead of purgatory. Here the student may need tests read to him constantly, not as a temporary measure on the way to being able to read them for himself.

Two suburban schools have reading programs which are more intensive than that at Stockton Community High School. One of the programs is completely staffed by trained reading teachers. Proviso West (2) has a three-year sequential program (freshman through junior) for the approximately 25 percent of the students who can profit by it. Two excellent features are that it does not include students with intelligence quotients below 95 and that students are not locked into it, but can be transferred to regular classes when a desired performance level is reached. The program is skill-oriented and also directed toward a change of attitude toward self, reading, and school. The course includes a skill text,

three paperbacks, seven themes a semester, and fifteen minutes reading time in class each period. This program is classroom-oriented.

The other suburban school, Glenbrook South (10), provides for reading needs through a well-developed reading laboratory with a dignifying atmosphere of relaxed, courteous attention. The laboratory has optional and required facets and offers course credit, as do nearly all the programs that are described. It provides structured, incidental, developmental, and remedial situations in the following four-phase program:

1. A voluntary program, aided by upperclassmen, for incoming freshmen selected on the basis of test scores.
2. A highly structured Word-Power Vocabulary Program with one full-time teacher and including contracting, pre- and post-testing, student record keeping, and instruction in five skill areas: context, structure, dictionary, etymology, and semantics. A special feature is A Word a Day.
3. An independent reading course in which the conference ends with the selection of the next book, its due date, and the possible donation of the book to the laboratory. One teacher heard 515 book conferences in nine weeks and discovered that six of the students had never completed a book before.
4. A Reading for College course limited to fifty students.

This is a fine program with an enthusiastic reading specialist directing it. I missed it at Peoria but caught it at the excellent Suburban Reading League Day-of-Reading two weeks later. If you did not hear-see this presentation and are planning a reading laboratory, you should either send for the excellent materials distributed, or, preferably, ask Ms. Makas to give her slide-talk to your faculty. Sometimes reading programs fail to succeed because of antagonistic or indifferent attitudes on the part of faculty members who consider reading instruction "kidstuff" and are unaware that absence of such a course *on the secondary level* is a deficiency in teacher-training programs. Transfer is not easy or automatic. It is easy to lose a trembling, newfound laboratory skill unless encouraged and guided in use of new skills on return to the classroom.

One of our speakers commented that, "Being able to read efficiently but not wanting to read is as great a tragedy as not being able to read." The independent reading program for college-bound students outlined by Marylyn Grabosky of Lincoln-Way High

School (15), adapted for the general student, could assist in remedying this situation. The student contracts for a certain number of books, the type of follow-up (oral, written, creative), and due dates for the books. He brings the book he is currently reading to class each day and spends class time in reading, conference (minimum of two), or working on his follow-up. He also keeps a daily record of his reading and contributes to the class file of books read. There is no specific minimum number of books to be read, and evaluation of the quality of the book is by suggestion only. In both this program and the similar independent reading program at Glenbrook South (10), the written follow-up is brief but meaningful.

In the other portion of her two-pronged discussion Ms. Grabosky outlines an excellent study skills program involving daily note-taking, textbook and marginal note-taking, note-taking from tapes, taking essay exams, and scheduling time. Especially effective should be her mandatory reduction of class notes into two sentences at the end of each period and her list of key words for twenty-one different types of essay questions.

If high school reading programs such as the four discussed (4, 10, 2, 15) are both available and appropriate, diagnosis is important. Who goes to the reading laboratory? To independent reading? What are the varied reading needs within the specific reading and/or content area classroom groups? Mary Bowers of Northeastern Illinois University (20) discussed important reading diagnostic techniques for the secondary classroom. In addition to identifying reading difficulties to look for, she suggested techniques for follow-up instruction. She stressed being alert for pupil needs in the four basic reading skills areas: comprehension, vocabulary, word attack, and rate or speed of comprehension. The order of discussing, as she indicated, was important. "Comprehension is of first importance." If it is absent the student is not reading (getting the author meaning communicated by means of printed symbols). She stressed the importance of good questioning, not for the purpose of testing, but to guide reading. (How does one convince a test-oriented student that questions are asked to guide or help, not to test or threaten?) The questions asked would involve a number of comprehension skills, not being limited to finding details, but not omitting practice in selecting and arranging important details. She would guide the student, if necessary, to the place where the answer is found in the book: to the page, the paragraph, or even the sentence, gradually withdrawing this support as it is no longer needed.

Next she stressed being alert for vocabulary deficiencies since an inadequate vocabulary limits comprehension. She stressed the following generally accepted and desirable order of procedure for determining word meanings:

1. Use of context clues. (Read the rest of the paragraph because the meaning of the word is frequently explained in, or can be guessed from, this context.)
2. Use of word analysis. (Look for Greek and Latin roots, prefixes, suffixes, and substitute the English equivalent.)
3. Use of dictionary. (Search among variant meanings for the exact meaning which fits into the passage being read, or preferably check a meaning already guessed from context and word analysis clues.)

Although the dictionary should not be used first, she stressed the necessity to independence in reading of the student's owning and using a good dictionary effectively.

Next Ms. Bower stressed being alert for students' lack of awareness of, or inability to apply, word-attack skills. More could have been included, for the discussion was limited largely to word substitution and monosyllabic words. The student who looked at "river" and called it "lake" was reading meaningfully, making some use of context, and hopefully was congratulated. He was on his way to good reading! The student who tried to fit "spot" into a context requiring "stop" was in real trouble.

She did not discuss attacking polysyllabic words. Here the student *listens* to what word is developing as he moves sequentially through the word applying structural and phonetic analysis until that point at which, in a flash of recognition, he knows what the word is that fits the context (if it is in his listening vocabulary). Phonics is a facet, but only a facet, of word attack.

It is important that rate or speed of comprehension was mentioned last, but this is because sequentially in the development of the four skills areas that is where it belongs, not because it is easiest to correct. If the student's pedestrian reading habits have engaged him in intensive mind wandering (Ms. Bowers appropriately calls this the Walter-Mitty syndrome), or make it difficult for him to integrate the bits and pieces into full meaning, progress will be rapid. If he lacks ability to attack words, has an inadequate vocabulary, or needs direct instruction in comprehension techniques; if he suffers from poor visual coordination, and maybe if he is a person who would rather walk than run, the experience can be quite shattering, for he is not ready for the teaching of

this skill. Careful diagnosis, choice of easy reading material, and provision for transfer of faster pace to typical, nonpaced reading situations are essential. Reasonable rapidity and flexibility of rate are certainly desirable and should be sought if necessary and compatible with the "whole child." This does not eliminate the need in a nonpaced situation to read harder, less attractive materials.

An alert teacher can observe deficiencies in any one of these areas within the classroom and without formal testing. Eliminating the deficiency in the classroom is not so easy, partly because the student involved is embarrassed at not having mastered what he thinks is an elementary school skill.

Dr. Stone discusses an elective course in reading acceleration for good readers at Western Illinois University (6). He recommends hand pacing with easy reading materials to keep pace with society, to recognize an author's style, and to enjoy reading. He stresses a preliminary three-minute survey of novels, maintaining good comprehension, developing flexibility to adjust rate to difficulty of instructional materials, and self-administered workbook exercises to develop visual accuracy and structured eye movements. He noted that there were students for whom such training was undesirable and some from whom other inadequacies should be eliminated first. He believes it is possible to read at more than 800 words per minute but evaded a direct answer when asked if this extremely rapid reading was skimming.

Reading level of materials has been stressed as important. The reading score achieved on a test is generally believed to be a frustration level of reading. The instructional level, that desirable for developing comprehension skills and for textbooks in the content areas, should be the equivalent of one grade level below the frustration point. The easy reading level is the equivalent of two grade levels below frustration and thus should present no problems of vocabulary or sentence structure. A teacher should anticipate a student's input or reading and listening vocabularies to be larger than his output or writing and speaking vocabularies. Readability formulas, increasingly easy to calculate, are being developed to measure vocabulary level and complexity of sentence structure and can be used to confirm teacher estimates as to difficulty of materials. The Fry Technique and the Cloze Procedure can be helpful at the high school level.[1] The former was distrib-

[1] See *Journal of Reading*, January, 1973, pp. 296-300.

uted by Dr. Johns at the IATE luncheon, but otherwise these procedures unfortunately were not included in the conference.

The conference discussion to this point has been of presentations directed toward basic reading programs and group variations at the elementary, secondary, and college levels. The next section will discuss ideas for motivation, but we are a bit handicapped if enjoyment of reading did not begin at mother's knee.

The procedures for "preparing to tell a story" distributed by Eric Kimmel of the University of Illinois (B) are adaptations of successful motivational techniques: know your audience, select a story which fits the maturity level and interest of that audience, make minor adaptations to make material still more suitable, prepare thoroughly, shorten or lengthen presentation in reaction to audience response, vary content for story hour (short motivating story, longer basic exciting tale, quick funny closing), and then relax and have a wonderful time. The telling of the story is itself excellent motivation for young readers and perhaps there is an equivalent for older readers.

A teller in print of longer stories mostly for children, Rebecca Caudill, received the IATE Author-of-the-Year Award. As an earlier cherished honor, the parents of the children of Appalachia whom she had motivated to read taxed themselves severely in order to build and name a library in her honor.

One meeting at the elementary level featured learning materials constructed by teachers and pupils of Alton and Peoria schools (C). Such materials provide a healthy foil for the currently popular packaged materials which frequently do not encourage creativity. Hopefuliy the pupils were involved in the construction, and the materials were so constructed that continued manipulation was possible. Participating teachers, whom conferees liked to have available for questioning, stressed these two points.

At the high school level three teachers from Hillcrest High School south of Chicago (12) through their multi-media "Reading Is . . ." presentation motivated teachers to build a more inquiring, joyfilled, successful atmosphere in their schools. The Hillcrest English and reading program is entirely elective and nongraded. Recorders found the session difficult to record but highly provocative. There was a five-page handout on the history of the program and the course offerings.

Sharon Gotch, representing Contemporary Curriculums of Oaklawn (16) discussed "Creative Techniques and Methods for

Developing Reading Comprehension." She defined four creative abilities as follows:

Originality — the process which results in the production of a novel and unique idea, attitude, or behavior.

Fluency — the process which results in the production of an unusually large quantity of ideas, attitudes, and behaviors.

Flexibility — the process which results in the production of many different kinds or categories of ideas, attitudes, and behaviors.

Association — the process which results in the combination of remote elements of knowledge.

She then showed how to use the CC materials to encourage and develop creativity. The "Anything Goes" quiz which was distributed indicates the type of atmosphere that must be present in the room in order to keep the creativity flowing: one of accepting anything the child says. Creativity, if developed, will be followed by comprehension. If this thesis is true, then a relaxed, accepting classroom atmosphere is of paramount importance, and much hard, skill teaching can be eliminated. Somehow it is difficult to think of creativity as being packaged and almost beyond hope that that kind of atmosphere can be developed immediately. Mary Galvan, the banquet speaker on the culturally diverse (B) gave a recent example of a voluble prekindergartner who had been effectively silenced after a few weeks in school. The session was packed at 8:30. If these people were primarily interested in how to teach comprehension Monday, it is unfortunate that there were not two sections devoted to comprehension, which is the heart of reading.

This package serves as both a conclusion to the section of the paper devoted to motivation and an introduction to the section on material, equipment, and media. The quantity of materials available today boggles, as one friend says, the imagination. It also makes selection difficult. There were two other packages of reading materials presented to the group: Science Research Associates' (SRA) Boxed Programs and Grolier's Reading Attainment System (RAS). The SRA program (18) is older and more extensive; the RAS (17) is newer, basically aimed at adult acceptance and interest, and is growing. Their representative gave a good explanation on the use of the pupil's progress chart as a guide to teaching. A teacher present at one of the meetings said, "No matter how good the package may be, we can beat it to death if we use it too

much." These materials are especially vulnerable where there are panacea seekers. The potential is great, but they can easily be misused (especially to replace a trained reading teacher), overused, oversold, and over-relied upon. We should remember that variety is especially important in remedial instruction and that the need for such boxes in the nonremedial situation is very limited.

Ms. Galvan cautioned us not to look for peaches in the apple barrel. We need also to be reminded not to put peaches in the apple barrel rather than in the peach basket. The "apples" in our school systems have long been slighted. Now that suitable materials have been developed we should not give them to the "peaches" too, especially in the same classroom. If we do this the weaker readers will continue to be frustrated. Heterogeneous grouping provides the opportunity for them to continue to sit in embarrassed inferiority being snubbed or condescended to (more invisible and vicious) by their better-performing peers. They need a chance with the nonprint as well as the print materials in an atmosphere such as that in Glenbrook South's laboratory (10), relaxed, courteous, dignifying, where they can understand on their own *achievement* level. Heterogeneity seems democratic, but the equal opportunity all young people need is that of learning in a situation which is neither too threatening nor *too nonchallenging.*

Two devices for increasing speed of reading were presented: the shadowscope (21) and the controlled reader (8). The latter discussion stressed eye movement photography and recognized that a basic use of the controlled reader is training in visual accuracy and direction. The representative referred to the tremendous rate of reading claimed by some as selective reading, a process of skimming and scanning. The writer agrees that covering materials at tremendous speeds is skimming for most people, but disagrees with the substitution of the word *selective* for the word *skimming,* an excellent word to describe what is happening and already so widely used as to establish instant communication. Selectivity seems to this writer to play a much more basic role in reading, a concept impossible to present at this point. The speaker expresses concern with careful reading, but demonstrated techniques for developing speed of comprehension. This misuse of the terminology of a field of study is confusing and destroys communication. A "chip" worthy of consideration is that primary teachers may unconsciously encourage regression and thus pedestrian reading habits by asking children to look back at a similar word for identification and comparison.

The Shadowscope differs in that a light bar extending across the page descends directly, much as the hand would do, instead of covering groups of words in a left to right direction as it moves down the page. Which of the two ways one reads is controversial, perhaps because of individual differences. The goals set seem reasonable for the typical, which many of us are: 350 words per minute with 80 percent comprehension. Many students were able to triple their rate of approximately 250 words per minute to achieve a rate just under 800 words per minute. He does not recommend unlimited pressure on students to achieve speeds higher than this.

The writer believes that these higher rates should be referred to as speed of skimming which is a widely recognized skill desirable to determine worth of material and its pertinence to purpose for reading. It is doubtful if many of us read with good comprehension materials of much depth or density of ideas at more than 800 words per minute, if even that rapidly. The effect on the self-concept is a matter of concern when a student is led to believe that great increase of speed in reading is easy and then finds that *for him* this is not true. Do we try to build self-concept at one end of the reading spectrum and to shatter it at the other?

The mechanical devices should be thought of in association with Ms. Bowers' discussion of rate (2) and Wilson M. Stone's discussion of an accelerated course for good readers (6). Mechanical devices could be used for motivational purposes or for older students who are unable to break bad habits without them. One should be cautious in using them because the school has already purchased them. Since they are expensive and ineffective unless careful transfer is made to the typical nonpaced reading situations, and since they are subject to the same misuse as packaged materials, the desirability of purchase should be considered carefully.

Another mechanical device, the Illinois Bell Teletrainer, demonstrated by a representative and two Peoria teachers and students (5), might equally well have been discussed under ideas for motivation. It seems best suited for junior high and consists of two telephones and a control unit attached by a 25-foot cord. The speakers are so placed that they cannot see each other, and the conversation is amplified for the class to hear (sounds like the old party line). The developers claim that it provides realism, encourages class participation, provides opportunity to compose conversations, improves vocabulary and spelling, and encourages written composition and oral presentation. These are not reading

activities, but they are related language arts activities which could stimulate interest in and provide background language experience for reading itself. If amplification is not automatic, care should be taken that it does not, in the open classroom, to which it could be successfully adapted, lose its committee of connoisseurs. One can practice poor ways of doing things as well as good ones if guidance is lacking.

Mechanical media devices have perhaps been most extensively used at the extreme of the "clinical" reading spectrum as motivating devices. For slow readers early devices such as Buswell's rate controller motivated the breaking of rigid reading habits, and the nonreader, responding to the filmstrip, tremblingly learned his first words. Today multi-media devices have blossomed and multiplied until there is a tendency, in the language arts area at least, to forget that the printed page is one type of media. Instead of using these mechanical nonsymbol presentation devices as appetizers and dessert, we are making them the entree or the main course. We may soon find ourselves in need of ways to motivate the motivators, or as Sir Thomas More says of Henry VIII in *A Man for All Seasons,* "He wants to dispense with the dispensations." Reading is and should remain an important tool of learning in our schools. The alternative could be *Fahrenheit 451,* ironically the movie version. Reading should be supplemented and enhanced by other media devices, not replaced. The students who are possibly exceptions to this are the EMHs and the LDs, not the honor students.

Donna Comstock of Holt, Rinehart and Winston in "Use of Variety of Media in Instruction" supplements her presentation, "A Basic Program with Individualized Reading" (E) with which this paper started, by discussing the use of auditory materials, filmstrips, and kinesthetic participation to stimulate reading readiness in young beginning readers and nonreaders. Lawrence McNamara of West Chicago High School (9) could also be director of audio-visual aids with his list of twenty-three types of equipment that can be used in teaching reading to slow learners. The list is all-inclusive, from the original blackboards and bulletin boards to expensive IBM computers and video tape systems. He reminds us that a slow learner is a human being with desires, wants, and needs like anyone else, an individual with a different kind of needs whose curriculum especially must be relevant to life beyond the classroom.

The teacher-targeted multi-media presentation of the trio from Hillcrest (12) (partially described under motivation) using tapes,

slides, and overhead projectors bombarded the conferees with a complexity of sights, sounds, and movements representative of those which have burst upon society itself. It conveyed the message that communication is the beginning of understanding but that it is not nurtured in the joyless classroom with an emphasis on failure. (Those motivational devices called grades have got to go; they are a threat to the child, the teacher, the parent, and the completed assignment.) A presentation similar to this could be used to communicate with parents, with students, and to express creativity of honor students. To end the provocative title silence, "Reading is . . . the key to success."

One type of printed material which we particularly tend to think of as part of the multi-media explosion because of its prior neglect in the classroom is the newspaper. There were two presentations: by representatives of the *Peoria Journal Star* (3) and of the *Chicago Tribune* (19). The former has a greater junior and the latter a greater senior high orientation. Ms. Whelan of the *Star* teaches such reading skills as skimming, getting the main idea, and distinguishing fact from opinion within such newspaper units as Project Election or Black Awareness. She identified several resource books and also announced a credit-carrying newspaper summer workshop cosponsored with Bradley University.

Mr. Yamakawa of the *Tribune* considers that the "irreducible minimal purpose" of the language arts is to help children communicate. He pointed out that advantages of the newspaper were timeliness, lack of threat, high interest, and adaptability. He claims that it helps the student to classify, to correlate, to compare, and to see structure in materials read and follow a similar structure in his own writing. Among the listed activities he distributed were rewriting a mystery novel as a news story and writing a short story based upon a news story.

And finally, a focus on individualization. Three elementary sections gave aid in selecting books involving visible and invisible minorities, illustrating historical changes in our language, and representing differing dialects and types of usage. Linda Brooks of Bloomington and Robin Carr of the University of Illinois (A) stressed the importance of children becoming more aware of their language and of communicating well with whomever they came in contact. In addition to dialects, they discussed usages such as colloquialisms, jargons, and localisms and illustrated them with a list of books arranged in order of presentation.

Carmen Richardson of Illinois State University and June Schultz of Bloomington (D) coordinated a list of books for the

elementary grades with historical changes in our language. With these carefully selected books and an incidental (or seemingly incidental) approach, this history, much of which is in extinct English literature texts for high school seniors, could give the child an early interest in his language which would serve as an effective base for later vocabulary expansion and structural study of the language. But we should heed the yellow light of caution and teach too little rather than surfeit with too much.

In the final section (G) Lynda Carlisle of Bloomington identified visible minorities as the various nondominant, nonwhite races; Taimi Ranta of Illinois State University identified invisible minorities as multi-religious, multi-ethnic, and multi-cultural groups. They called attention to the unprecedented number of minority-oriented books which have been published since the attention-getting activities of our "second-class citizens" in the sixties. There was a display of some of these books, and booklists were distributed.

Mary Galvan, the banquet speaker (B), discussed teaching reading to the culturally diverse. Her sense of humor and intriguing peach-apple introduction motivated secondary teachers as well as elementary teachers to listen to her discussion based on elementary examples, but relevant to other levels. She stated that it is not stereotyping but classification to recognize a student's race or ethnicity. Although we should not stigmatize, we should classify or we deny his ethnicity, his difference. She, first at the conference, stressed the need of diagnostic and prescriptive teaching. This would permit starting with a student's strengths, recognizing different teaching modalities, and using primers in the child's dialect. She pointed out that it was not necessary to erase his dialect even to teach phonics, but to help him relate the letter to the sound as he pronounces it. This can be checked by the way he pronounces that sound in words in his listening vocabulary. She stressed the importance of developing a rapport between the child and reading materials, of a whole aura of success and not defeat, of not expecting peaches to grow on apple trees.

A team composed of Margaret Hill of Southern Illinois University and Blanche Quigley of Quincy Public Schools discussed individualization in building basic reading skills. The former discussed the skills needed and the latter how to individualize this skills program. They (I) stressed the need for the teacher to keep an up-to-date record of each child's skill development, to bring children with common needs together into small groups, to initiate study skills of location, evaluation, and organization in the early

primary grades. Individualization of the program should develop flexibility in the child through adapting to the activities of a variety of learning stations. It should develop responsibility through satisfaction of being able to follow guidelines, to choose books to read, to maintain his individual reading record, and to sign up for a conference with his teacher.

Westville Junior High School teacher Norma Hawkins discussed reading programs for an open classroom (14). The program was begun the last six weeks of the 1971-72 school year. Two classrooms with intervening wall removed are used for ninety students and three teachers. One teacher takes one-third of the students "somewhere" to teach a special unit while the other two-thirds remain in the open classroom. It is set up with twenty-some stations. Each station has a variety of materials and equipment, a list of required and optional assignments, and a predetermined point system. A pretest score of 80 permits a student to bypass a station. Three stations are required: spelling, vocabulary, and grammar. Each student has a folder which is not removed from the room. A desirable practice is that the work is not entirely individualized; the students meet as groups twice a week.

The scope and excellence of the sessions of this conference are a tribute to the careful planning of Glenn Rittmueller of the Proviso High Schools and his Program Committee. We are fortunate to have attended so synthesized a conference with excellent communication between the serious output speakers and enthusiastic input conferees. I am convinced that much of value has been offered and accepted. I do not plan to summarize this paper. You need to read it all to find the chip diamonds; besides I've run out of time. However, Professor Johns in his luncheon speech summarized both the conference and our classroom approach in his five strategies for the classroom:

1. Help develop a concept of reading in which meaning is the crucial element.
2. Supply students with materials they can read.
3. Ask better questions.
4. Help words and concepts take on genuine meaning, not mere verbalism.
5. Help students develop favorable, permanent, and enjoyable attitudes toward literature.

This summary about says it all, and you wouldn't need to read it except for one thing: following the rules for reading instruction is about as easy as applying the golden rule!

CONFERENCE MEETINGS

Conference Speakers

K Mattie Williams, Language Arts Consultant, Chicago Public Schools
Keynote: Reading: Focus '72
W Rebecca Caudill, Author of *Schoolhouse in the Woods, My Appalachia,* other works
IATE Author-of-the-Year Award
B Mary Galvan, Language Arts Division, Texas Education Agency, Austin
Banquet: "Teaching Reading to Culturally Diverse Students"
L Jerry Johns, Assistant Professor, Northern Illinois University, DeKalb
Luncheon: "What is Reading?"

Elementary Section Speakers

A Linda Brooks, Bloomington; Robin Carr, University of Illinois
"Diversified Experience Through Literature: Dialect and Usage"
B Eric Kimmel, University of Illinois, Urbana
"Story-telling: A Demonstration"
C Alton and Peoria Teachers: Raby, Jones; Neilson, Nash
"Classroom Construction of Learning Materials by Pupils and Teachers"
D June Schultz, Bloomington; Carmen Richardson, Illinois State University
"Diversified Experience Through Literature: Changes in Language"
E Donna Comstock, Holt, Rinehart and Winston
"Elementary Reading: Basic Program with Individualized Instruction"
G Linda Carlisle, Bloomington; Taimi M. Ranta, Illinois State University
"Diversified Experiences: Visible and Invisible Minorities"
H Donna Comstock, Holt, Rinehart and Winston
"Elementary Reading: Use of Variety of Media in Instruction"
I Blanche Quigley, Quincy; Margaret Hill, Southern Illinois University
Individualized Reading,
"Building Basic Reading Skills"

Secondary and College Section Speakers

1 Judy Overturf, Office, Superintendent of Instruction, Springfield
"Available Federal and State Funds for High School Reading Programs"
2 Barbara Wood, Reading Specialist, Proviso West
"Reading Instruction in the Regular Classroom: a Three-Year Program"
3 Sallie Whelan, *Peoria Journal Star*
"The Teacher, Reading Workshops, and the Newspaper"
4 Frances Thomas, Stockton Community Unit, Stockton
"Reading Courses as Part of an English Elective Program"
5 Patricia Talley, Illinois Bell Telephone, Peoria Teachers and Students
"Teaching Reading Using the Illinois Bell Teletrainer"
6 Wilson M. Stone, Western Illinois University, Macomb
"Development of Reading Acceleration Courses for Good Readers"

7 Shirley Orlopp, Lisle Community High School, Lisle
"Can High School Students Really Be Helped in Reading?"
8 John D. Michael, Educational Aids Service, Evanston
Demonstration: *Controlled Reader* Materials; *Listen and Read* Tapes
9 Lawrence P. McNamara, West Chicago High School
"A Multi-Media Approach to Teaching Reading to Slow Learners"
10 Jean Makas, Reading Specialist, Glenbrook South, Glenview
"Optional and Required Reading Labs for the High School"
11 Carl A. Lauer, Bloomington High School
"Reading Instruction as Part of an Adult Education Program"
12 Harriman, Hunt, and Mazzeffi, Hillcrest High School, Co Club Hills
"Reading Is..."
14 Norma Hawkins, Westville Junior High School, Westville
"Reading Programs for an Open Classroom"
15 Marylyn C. Grabosky, Lincoln-Way High School, New Lennox
"Independent Reading and Study Skills for the College Bound"
16 Sharon Gotch, Homewood-Flossmoor High School (Contemporary Curriculums)
"Creative Techniques and Methods for Developing Reading Comprehension"
17 L. Gelsey, Grolier Education Corporation, New York
"Reading Improvement Through the Reading Attainment System"
18 John F. Eckley, Science Research Associates
"Boxed Programs for Reading Improvement"
19 Allan Yamakawa, Director, Educational Services, *Chicago Tribune*
"Using the Daily Newspaper to Teach Reading"
20 Mary Bowers, Northeastern Illinois University, Chicago
"Diagnostic Techniques for the Secondary School Classroom Teacher"
21 Larry Alexander, Illini Audio-Visual Education Service, Peoria
"Use of the Shadowscope in Classroom and Reading Center"

RECORDERS

Elementary Sections

Carter, Sue	District 149	Dolton	E
Feaster, Phylis	Illinois State	Normal	G
Garrison, Theresa	Adlai Stevenson	Bloomington	A
Gross, Susan	District 162	Matteson	H
Kwant, Jane	Argenta/Oreana School		C
Seckler, Mary Lou	Reservoir School	Peoria	I
Shank, Kathlene	Eastern Illinois	Charleston	B
Wilcox, Leah	Illinois State	Normal	D

Secondary and College Sections

Allen, Virginia	Paris HS	Paris	4
Booth, William	Homewood-Flossmoor	Flossmoor	6
Breitman, June	Blue Mound HS	Blue Mound	12, 18
Brown, Frances	Bloomington Junior HS	Bloomington	20
Buckley, Helen	Western Illinois U	Macomb	2, 20

Cockroft, Pamela	Paris HS	Paris	14, 21
Daniels, Everett	Hillsboro HS	Hillsboro	14, 16
Davidson, Barbara	Madonna HS	Chicago	12, 16
Davis, Marlan	Maine South	Park Ridge	3
Day, Theodorsa	Paris HS	Paris	1
Estelle, Sister	Maria HS	Chicago	8
Foster, Evelyn	Turner Junior HS	Jacksonville	18
Fox, Patricia	Galesburg South	Galesburg	11
Fry, Terry	Bloomington HS	Bloomington	14
Gerlach, Gretchen	Paris HS	Paris	1
Graef, John	Maine West	Des Plaines	8
Hancock, Ray	Marion Senior	Marion	5, 21
Hannel, Clarence	Meredosia HS	Meredosia	16
Hass, Gene	Maine North	Des Plaines	7, 19
Hobe, Mary	Lyons Township HS	La Grange	6
Howarth, Roy	Maine East	Park Ridge	7, 15
Lienesch, Delores	Harrisburg HS	Harrisburg	11, 20
Lind, Irene	West Joliet Township HS	Joliet	8, 17
Lobby, Suzanne	Downers Grove North	Downers Grove	3
Long, Patricia	Staunton HS	Staunton	4, 17
O'Donnell, Patrick	Wheeling HS	Wheeling	10
Pink, Peggy	New Trier East	Winnetka	2, 15
Rydell, Robin	Western Illinois U	Macomb	5
Sasse, Marion	Carbondale Community	Carbondale	11, 15
Sherer, Terry	Quincy Junior HS	Quincy	5
Stelk, Robert	Forest View HS	Arlington Heights	7, 19
Studt, Larry	Lake Park	Lake Park	2
Von Kerens, John	Proviso East	Maywood	3, 9, 10
Welke, Orpha	Thornton Township	Harvey	9, 17
Wisely, Marilyn	Alleman	Rock Island	9, 21

Dorothy Poling, the author of this *Bulletin*, was awarded her Ph.D. at the University of Chicago where her field of specialization was reading. She brings not only her formal training but a rich background of teaching experience in elementary, junior high, and senior high schools to the task of editing these conference notes. At present Dr. Poling is a teacher of English in Glenbard West High School, Glen Ellyn.

It was no small job to weave together into a unified whole the ideas expressed in the major speeches of the conference and in the twenty-nine discussion groups and to interpret some of the ideas.

On behalf of the Association we wish to express appreciation for all that Dorothy Poling has done.